Teaching/Teaching Resources

4.1 Graduate Assistantships (RA/TA) Orientation and Overview

Aaron Votroubek, Room 211, is responsible for the coordination of teaching and research assistantship appointments. The terms and conditions of employment for graduate assistant employees are spelled out in the agreement between the Iowa State Board of Regents and the United Electrical, Radio and Machine Workers of America, Local 896-COGS, as well as in your offer letter.

4.1.1 Research Assistantship Appointments

Research assistantship appointments are awarded by faculty members and are funded from various research grants and contracts. Students are encouraged to identify areas of interest and begin to talk with faculty members as their course work progresses so that individual research projects may begin as soon as possible.

Every professor within the Department is contacted early during the Spring Semester to identify students they will be supporting through RA appointments during the following academic year. Currently funded students are discussed as well as funding availability. Also, many of the students are individually contacted. You are encouraged to maintain consistent contact with Aaron (aaron-votroubek@uiowa.edu) so that those in the administrative offices remain fully informed of the funding needs and academic progress of each graduate student.

4.1.2 Teaching Assistantship Appointments

The Department has recently averaged 26 teaching assistantships per year. The number of assistantships is determined by the enrollment size of the undergraduate courses and staff needed for grading and assisting in the tutorial room.

The departmental criteria for awarding a teaching assistantship appointment are as follows:

Evaluations

Evaluations of the teaching assistants are done by the instructors of the courses, the laboratory coordinator, and the undergraduate students through the Assessing the Classroom Environment (ACE) form and TA Performance Evaluations. The instructors’ and the laboratory coordinator’s evaluations are ongoing, whereas the students’ evaluations are done at the end of every semester. These evaluations are reviewed by the Associate Chair of the Department and assist in the determination of successive appointments.

Progress

It is expected that a teaching assistant will maintain steady and reasonable progress toward a degree. This is measured by taking into account both the grade point average as described by the Graduate College (2.75 for an M.S. degree objective and 3.0 for a Ph.D.) and adequate progress in course work and/or an individual research project (Section 2.3). Students with assistantships are required to take a minimum of six hours during each semester of the academic year; course schedules should be worked out with a faculty advisor, and the departmental office staff will monitor and report each student’s status.

Language Requirement

- Each teaching assistant must also meet the language requirements of the University. For those students for whom English is a second language, a rating by the ESL Program is required.*

If this is your first appointment as a teaching assistant and English is not your first language, you are required to demonstrate your effectiveness in English speaking and comprehension skills for teaching undergraduates in a United States university classroom situation before you are assigned teaching assistantship responsibilities. The
English as a Second Language Programs Office will evaluate your language skills for this purpose. You will first take a test to evaluate your general spoken English proficiency (SPEAK test) that is given in a language laboratory setting and recorded on audiotape. If you score at least 50 on the SPEAK test, you will take the ELPT test to assess your language in the context of a teaching assistant. For the ELPT test, which is recorded on videotape, you will present a brief lecture on a topic in your discipline. You will also be asked questions related to your lecture. Pre-registration is required. The registration form can be obtained from Jeanne Mullen in 203 Van Allen Hall. The results of these evaluations will determine whether you are assigned full responsibility for teaching a course, or whether you are conditionally certified to teach discussion or lab sections, or to grade papers. Those who are conditionally certified must take appropriate English language courses (TAPE program) or be evaluated further to be unconditionally certified.

- The Iowa Board of Regents has adopted a policy on oral communication competence, designed to ensure that all instructors have “the ability to communicate appropriately in the language of instruction to students attending Regents institutions.” All new teaching assistants will be evaluated by the middle of the first semester of teaching, and all teaching assistants will be evaluated at the end of every semester. A question on oral communication competence will be included in the form the department uses for student evaluation of teaching.

- Teaching assistants whose first language is not English are expected by the end of your first year as a teaching assistant to have attained a B certification from the English as a Second Language (ESL) office. The College of Liberal Arts and Sciences will not approve any appointments for a second year teaching assistants who have not met this criterion.

*For more information about the TAPE program administered by ESL see Section 4.8 below or go to the URL: clas.uiowa.edu/est/tape.
Teaching Workshop

The objectives of the orientation workshop are to ensure the highest possible quality of instruction in the labs by:

- Providing new TAs with introductory pedagogical training;
- Providing opportunities for experienced TAs to continue to develop their professional skills and to share them with their new colleagues;
- Providing information about new materials and approaches in labs;
- Fostering collegial spirit and a sense of professional identity among the teaching staff;
- Providing information related to resources available to TAs at the University of Iowa and in the Department.

Staff meetings by course

In addition to the training workshop, all TAs must attend weekly TA training meetings throughout the academic year specific to the course they are teaching. These meetings include training and demonstration for labs, lessons, teaching strategies, etc. Failure to attend weekly sessions and completion of lab results can result in disciplinary action. See Ron Vogel (physics) or Steve Spangler (astronomy) for details.

Teaching Assistant Performance Evaluations

The Department requires that all TAs receive an evaluation of their teaching performance. The goals of such evaluations are to continue to improve teaching skills and use appropriate methodologies. These evaluation instruments include completion of an annual performance evaluation and ACE forms each semester.
Teaching Assistant Expectations

Physics

TAs assigned to lab sections

Physics TAs perform under the supervision of the Laboratory Coordinator (Anthony Moeller) and the faculty member responsible for the course to which you are assigned. Any or all of the following are activities that TAs typically perform:

a) Preparing for lab activities (including attending training, preparing sample lab write-up) and teaching the assigned lab and/or discussion sections;
b) Attending weekly TA lab meetings (Fridays) and turning in lab results on Mondays;
c) Administering and grading examinations and other written assignments as needed;
d) Returning all graded assignments promptly (as per faculty member’s instructions);
e) Holding a minimum of 2 hours of office hours and meeting with students individually as needed;
f) Arranging for a substitute in case of absence and seeking approval from Aaron Votroubek in advance if possible, or in the case of emergency or sudden illness, soon afterwards;
g) Participating in the fall and spring Orientation Workshops;
h) Participating in departmental TA evaluation procedures (ACE forms). NB: All TAs who are assigned a lab section are responsible for having students complete ACE forms related to their experience in the lab.
i) Ensuring that students attending your lab are registered for your section;
j) Conducting all lab sections in accordance with assigned syllabi and methodology;
k) Creating and maintaining a syllabus with specific requirements;
l) Behaving at all times in a manner consistent with university policies on sexual harassment, consensual relationships, and human rights;
m) Sharing ideas and concerns with other TAs and supervisors;
n) Completing lab cards for all students in physics labs; cards are available from the Heather Mineart in room 203 VAN and are due back to her within two weeks of the last day of class each semester;
o) Be on time for your assigned lab sections or tutorial hours;
p) Establish an effective relationship with the course instructor.

Promptness and preparedness are vital to the understanding and administration of a lab course. The students’ comprehension of lab procedures and experiments is essential to succeeding in these courses. Therefore, the teaching assistants’ responsibility for clarifications and explanations is important. Safety is an important responsibility for the TA. Strictly enforce safety regulations. You must be present in the laboratory at all times even if you only have one student. DO NOT LEAVE THE LABORATORY FOR ANY REASON WHILE STUDENTS ARE PRESENT.

Astronomy

a) Preparing lab activities and teaching the assigned lab and/or discussion sections;
b) Familiarize yourself with all software packages;
c) Administering and grading examinations and other written assignments as needed;
d) Returning all graded assignments promptly (as per faculty member’s instructions);
e) Holding office hours and meeting with students individually as needed;
f) Arranging for a substitute in case of absence and seeking approval from Steve Spangler in advance if possible, or in the case of emergency or sudden illness, soon afterwards;
g) Attending weekly astronomy meetings;
h) Participating in the fall and spring Orientation Workshops;
i) Participating in departmental TA evaluation procedures (ACE forms). NB: All TAs who are assigned a lab section are responsible for having students complete ACE forms related to their experience in the lab.
j) Ensuring that students attending your lab are registered for your section;
k) Conducting all lab sections in accordance with assigned syllabi and methodology;
l) Creating and maintaining a syllabus with specific requirements;
m) Behaving at all times in a manner consistent with university policies on sexual harassment, consensual relationships, and human rights;

n) Sharing ideas and concerns with other TAs and supervisors;

o) Be on time for your assigned lab sections or tutorial hours;

p) Establish an effective relationship with the course instructor.

Promptness and preparedness are vital to the understanding and administration of a lab course. The students’ comprehension of lab procedures and experiments is essential to succeeding in these courses. Therefore, the teaching assistants’ responsibility for clarifications and explanations is important. Safety is an important responsibility for the TA. Strictly enforce safety regulations. You must be present in the laboratory at all times even if you only have one student. DO NOT LEAVE THE LABORATORY FOR ANY REASON WHILE STUDENTS ARE PRESENT.

**Tutorial Room Expectations**

The Physics Tutorial Room is located in room 310 Van Allen Hall (alternate room is 54 VAN should 310 be unavailable).

The Astronomy Tutorial Room is located in room 310 Van Allen Hall (alternate room is 665 VAN should 310 be unavailable).

TAs who are assigned to the tutorial room are expected to help students who are having problems with homework assignments and help students prepare for exams. Students who typically use the physics tutorial room are those enrolled in 29:008, 29:011, 29:012, 29:107, 29:018, 29:027, 28:028, 29:029 and 29:030. Students who typically use the astronomy tutorial room are those enrolled in 29:050, 29:052, 29:061 and 29:062.

How to help students-
- Be friendly and helpful to students.
- Help students develop steps to solve homework problems. Tutorial Room TAs are not expected to, nor should they, solve homework problems for students.
- Work with the students on their level, i.e., talk in a manner that is easily understood.
- Familiarize yourself with the textbooks of these courses by checking with Debbie Foreman in 202 VAN.

You are expected to be on time and present for your scheduled tutorial room hours. If you are unable to attend, it’s your responsibility to find a substitute. If an emergency arises that requires your absence, please contact Aaron Votroubek (335-0134 or aaron-votroubek@uiowa.edu). Failure to cover your hours can result in disciplinary action.

**Graders**

You are assigned a specific amount of grading hours per week for an individual class. This is the average number of hours per week that you are expected to work for this class; the load will likely vary from week to week. In either the week before class or early in the first week of class, you will need to meet with the faculty member in charge of that course to determine how the grading for the class will occur. You may be asked to provide solutions for the problems to be graded or these solutions may be provided to you depending on the individual faculty member. The faculty member will give you specific expectations related to:

a) which problems to grade and the date they are due back to the faculty member;

b) how grades are to be recorded and when these should be provided to the faculty member (you are responsible for recording the homework grades);

c) if you are providing solutions – when solutions need to be made available to the class via web posting, library notebook, etc. – please indicate when the solutions will be available.

The assignment will vary to meet the specific faculty member’s needs for the class. It is your responsibility to work with the faculty member to ensure that grading is completed in a timely manner. If the average amount of time you spend on grading responsibilities exceeds the amount assigned, you should inform the faculty member to find a way to accomplish the grading in the assigned amount of time. As with any work situation, you are required to perform your assigned grading tasks regardless of other commitments such as course work or personal time. If an emergency
arises that requires your absence, please contact Aaron Votroubek (335-0134 or aaron-votroubek@uiowa.edu) as soon as possible.

Teaching Load

The TA assignments are designed to account for an average of 20 hours of work per week over the course of the semester. The 20 hours includes preparation time, laboratory sections, grading and tutorial room hours. Not all TAs will have identical assignments, however, our goal is for each TA to have a 20 hour per week coverage commitment for the TA appointment. Fractional appointments have the 20 hours commitment adjusted proportionately.

Assignments are determined by Aaron Votroubek, the Departmental Administrator, in consultation with the faculty and the Laboratory Coordinator (Anthony Moeller). If the TA appointment requires more than 20 hours per week on average a TA should notify Aaron Votroubek.

Summer School Teaching Assistants

A limited amount of teaching assistantships are usually available in the summer for TAs at a stipend equal to 2/9th's of the academic year salary. Eligibility is restricted to continuing students. In addition to strong academic and teaching credentials, appointments made in previous summers are taken into account, in an effort to reward eligible students not previously supported during a summer session. Summer school teaching appointments are made by the Associate Chair and the Departmental Administrator.

University Policies

The Council of Graduate Schools Resolution Regarding Graduate Students, Fellows, Trainees, and Assistants, to which the University of Iowa is a signatory, states that “acceptance of an offer of financial support for the next academic year by a prospective or enrolled graduate student completes an agreement that both the student and the graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.” Further, “students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violates the intent of the Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on the presentation by the student of the written release from any previously accepted offer.”

Sexual Harassment (excerpts)

“Sexual harassment is reprehensible and will not be tolerated by the University. Sexual harassment subverts the mission of the University and threatens the careers, educational experience, and well-being of the students, faculty, and staff. The University of Iowa is committed to maintaining an environment that is free of sexual harassment. The University of Iowa forbids sexual harassment by any member of the University community. Sexual harassment is defined as persistent, repetitive, or egregious conduct directed at a specific individual or group of individuals that a reasonable person would interpret, in the full context in which the conduct occurs, as harassment of a sexual nature, when:

• submission is made or threatened to be made an express or implied term or condition of employment, education, on-campus living environment, or participation in a University activity; or
• submission to or rejection of the conduct is used or threatened to be used to make a decision affecting employment, education, on-campus living environment, or participation in a University activity (such as hiring, promotion, or grading a course); or
• the conduct has the purpose or effect of unreasonably interfering with a person's work or educational performance or creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

Behavior that may constitute sexual harassment includes but is not limited to:

• physical assault
• direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation
• direct propositions of a sexual nature
• subtle pressure for sexual activity, an element of which may be repeated staring
• a pattern of sexually explicit statements, questions, jokes, or anecdotes
• unnecessary touching, patting, hugging, or brushing against a person’s body
• remarks of a sexual nature about a person’s clothing or body, about sexual activity, or about previous sexual experience
• a display of graphic sexual material where others are not free to avoid it

About Consensual Relationships (excerpts)
The University Policy on Consensual Relationships Involving Students prohibits romantic and/or sexual relationships between faculty (all instructional personnel at the University, including graduate students and instructional staff) and students enrolled in their classes or subject to their supervision. These romantic and/or sexual relationships are prohibited and viewed as unethical even when the relationship appears to be consensual (i.e., both parties have consented). Because of the power imbalance, the voluntariness of the student’s consent is subject to question. Such relationships present a conflict of interest for the parties which significantly impacts the learning or working environment. Romantic and/or sexual relationships between students and faculty outside the instructional context are discouraged because they also present the potential for conflicts of interest.

University Policy on Human Rights (excerpts)
The University of Iowa brings together in common pursuit of its educational goals persons of many nations, races, and creeds. The University is guided by the precepts that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, or any other classification that deprives the person of consideration as an individual, and that equal opportunity and access to facilities shall be available to all. Among the classifications that deprive the person of consideration as an individual are those based on associational preference. These principles are expected to be observed in the internal policies and practices of the University; specifically in the admission, housing, and education of students; in policies governing programs of extracurricular life and activities; and in the employment of faculty and staff personnel. The University shall work cooperatively with the community in furthering these principles.

Student Disability Services (excerpts)
The University of Iowa is committed to equality of educational opportunity for all students. The Student Disability Services (SDS) facilitates academic accommodations and services for qualified students with disabilities so that these students have equal access to University programs and activities. Through all its efforts, SDS is committed to supporting participation of qualified students with disabilities in all aspects of University life. The University of Iowa is committed to equality of educational opportunity for all students. The Student Disability Services (SDS) facilitates academic accommodations and services for qualified students with disabilities so that these students have equal access to University programs and activities. Through all its efforts, SDS is committed to supporting participation of qualified students with disabilities in all aspects of University life.
4.2 Sample Syllabi –

Note that the Course Supervisor must approve your syllabus before it is copied for your students
**EXAMPLE**

**Astronomy**

29:XXX Course Name – LABORATORY

**TA:** Jane Doe  
**Office:** 123 Van Allen Hall  
**Office Hours:** 4:00-5:00 p.m. Monday and Wednesday  
**Phone:** 335-1234 (office)  
**E-mail:** jane-doe@uiowa.edu  
**Webpage:** www.optional.edu

Lab Manual:  
*Manual Name*  
*Authors*

Lab Section: 29:XXX:XXX day start time ~ end time room number

**Required items:**

You will need your lab manual, your textbook, a notebook, a *scientific* calculator (one that does sin and cos), and a pencil.

**Attendance:**

Include expectations for attendance as well as any makeup policy you may have.

**Dropping the lab or changing sections:**

All drop/add slips for this course are processed and signed in the General Office, room 203 VAN. However, I would appreciate it if you would let me know if you are making a change.

**Tutorial:**

The astronomy tutorial is located in room 665 VAN – the hours it is open are posted on the door or go to http://www.physics.uiowa.edu/atutorial.html.

**Grading:**

Include grading policies (i.e., extra credit, points deducted, etc.).

**Report Format:**

Include report format expectations.

**Miscellaneous:**

Include any miscellaneous information that may be helpful to the students.

**Complaint procedures:**

"Academic Misconduct" and "Student Complaints Concerning Faculty Actions" procedures are available for you review in the Schedule of Courses, pg. 40. The Associate Chair of the Department, Professor Paul Kleiber, can be contacted through the main office - 203 VAN. As stated in the procedures noted above, complaints or comments regarding TAs should first be directed to the instructor.

**Students with disabilities:**

I need to hear from anyone who has a disability, which may require some modification of seating, testing or other class requirements so that appropriate arrangements may be made. Please see me after class or during my office hours.
**EXAMPLE 2**

29:XXX Course Name – LABORATORY

TA: Jane Doe
Office: 123 Van Allen Hall
Office Hours: 4:00-5:00 p.m. Monday and Wednesday

Phone: 335-1234 (office)
E-mail: jane-doe@uiowa.edu

Lab Manual: Manual Name
Authors, The University of Iowa

Lab Section: 29:XXX:XXX day start time ~ end time room number

Laboratory: The course instructor will have the details of the laboratory policies that should be included in this section. Below is an example of the types of items that MIGHT be listed here.

Attendance is required. A pre-lab and a lab report are required for each lab.

Lab Schedule:

|------|---------|---------|------|------|------|------|------|------|

Laboratory Organization:

- Beginning of period: your answers to the pre-laboratory questions will be collected
- First 20-30 minutes: discuss lab, explain apparatus and procedure
- Rest of lab: perform lab and write lab report
- End of period: turn in lab report

- ID for instruments
- **Do not load any software on the PC or change PC settings**
- Turn off the apparatuses after use.
- Clean the lab bench before you leave. I will check your lab bench before I give you any credit for clean up.

Tutorial:

The physics tutorial is located in room 54 VAN – the hours it is open are posted on the door or go to http://www.physics.uiowa.edu/ptutorial.html

Complaint procedures:

"Academic Misconduct" and "Student Complaints Concerning Faculty Actions" procedures are available for you review in the Schedule of Courses, pg. 40. The Associate Chair of the Department, Professor Paul Kleiber, can be contacted through the main office - 203 VAN. As stated in the procedures noted above, complaints or comments regarding TAs should first be directed to the instructor.
**Makeup labs:**

Students are not allowed to attend sections they are not registered for (makeup labs) except under the following conditions.

1. The student must have permission from the professor, both TAs involved, and, for physics labs, the laboratory coordinator. Permission must be requested at least one week in advance except in the case of an emergency.
2. No student can go into a section that is already full.
3. No more than one “visiting” student in any lab section at a time.

Permission is not automatic and may be denied due to lack of equipment, experiments requiring close TA scrutiny, or other circumstances.

As stated in the University's Course Exam Schedule Conflict Policies: "When there is a conflict between an exam scheduled outside of class time and a regularly scheduled course, the regularly scheduled course will take precedence." It is up to the instructor of an exam scheduled outside regular class hours to arrange a makeup exam for the students who have a schedule conflict.

**Students with disabilities:**

I need to hear from anyone who has a disability, which may require some modification of seating, testing or other class requirements so that appropriate arrangements may be made. Please see me after class or during my office hours.

**Lab tips:**

1. Read the lab beforehand. It may seem boring, but it will enable you to work more efficiently during lab. That is important as most of these labs run about three hours.
2. If you get stuck: a) Stop and think about what you are doing. b) Read the manual. There are detailed instructions that cover most aspects of the lab. c) Do not hesitate to ask me for help.
3. Do the labs neatly; you will score better.
4. Do not hesitate to ask questions.
4.3 Performance Evaluation

The University of Iowa
Department of Physics and Astronomy
TA Performance Evaluation

Employee:__________________________________________ __________________________________________
Date of Review_______________________________________________________________________________________
Assignment:________________________________________ ___________________________________________
Courses:___________________________________________ ___________________________________________

1. The TA has effective teaching skills. (check one)
   Standards-The TA is able to communicate effectively and the students understand the physics concepts
taught by the TA
   Strongly agree:
   Agree:
   Disagree:
   Strongly disagree:
   No opinion:
Comments:

2. The TA is adequately prepared to teach lab sections. (check one)
   Standards-The TA understands the material and is able to explain it. TA does the experiments in advance
   and prepares an explanation of the important parts.
   Strongly agree:
   Agree:
   Disagree:
   Strongly disagree:
   No opinion:
Comments:

3. The TA has familiarity with laboratory facilities and equipment. (check one)
   Standards-TA maintains laboratory equipment and informs the lab coordinator when equipment is broken
   and alerts the appropriate person about damaged or misplaced laboratory facilities.
   Strongly agree:
   Agree:
   Disagree:
   Strongly disagree:
   No opinion:
Comments:
4. The TA attends all training sessions (spring, fall, weekly).
   Standards: A 30-minute training session is mandatory for all lab TAs on Fridays before the week that they have labs. TA training also occurs at the beginning of fall and spring semester.
   Strongly agree:
   Agree:
   Disagree:
   Strongly disagree:
   No opinion:
   Comments:

5. The TA conducts him/herself in a professional manner that is consistent with the University of Iowa Policy on Sexual Harassment and Consensual Relationships and the UI Policy on Human Rights. (check one)
   Standards: see University of Iowa policy
   Strongly agree:
   Agree:
   Disagree:
   Strongly disagree:
   No opinion:
   Comments:

6. The TA is reliable. (check one)
   Standards: The TA reports to lab/class/tutorial room on time, maintains office hours, returns graded assignments promptly (lab reports, etc.), and assumes responsibility for coverage in the event of absence.
   Strongly agree:
   Agree:
   Disagree:
   Strongly disagree:
   No opinion:
   Comments:

7. The TA has established effective working relationships with course instructor. (check one)
   Standards: The TA has the course syllabus, knows what course material has been covered in lecture, and follows the professor’s instructions.
   Strongly agree:
   Agree:
   Disagree:
   Strongly disagree:
   No opinion:
   Comments:

Administrative Associate comments: Name:_________________________ Date___________________________
Lab Coordinator comments: Name: ______________________ Date: ________________

Faculty/instructor comments: Name: ______________________ Date: ________________

TA comments: Name: ______________________ Date: ________________

TA signature: ______________________ Date: ________________

Supervisor’s signature: ______________________ Date: ________________
4.4 Assisting Students with Disabilities

July 2012

To: Faculty members
From: Tom W. Rice, Associate Provost for Faculty
Georgina Dodge, Chief Diversity Officer and Associate Vice President
Re: Academic accommodations for students with disabilities

We write to refer you to resources available through Student Disability Services (SDS) for working with students you will likely encounter in your faculty role. **If a student approaches you about disability accommodations without a Student Academic Accommodation Request (SAAR) form, it is important for you to refer that student to SDS before providing accommodations.** In this way, students with disabilities receive the accommodations to which they are entitled and University standards are maintained.

As the University unit designated to work with students with disabilities, Student Disability Services (SDS) reviews documentation to determine if a student has a qualifying disability and identifies reasonable accommodations based on functional limitations. At the beginning of each term, SDS advisors meet individually with students to review course syllabi and identify what, if any, accommodations are required. Students’ instructors are notified of classroom accommodations and/or exam accommodations through the Student Academic Accommodation Request (SAAR) form. It is the student’s responsibility to present you with this form. **SDS advisors need to hear from you if you have any questions or concerns about necessary accommodations listed on the form (335-1462).** You also may seek the assistance of your collegiate dean’s office.

Our strategic plan, *Renewing The Iowa Promise*, recognizes the link between diversity and educational excellence. Disability is an important dimension of diversity, and our goal is to be welcoming and supportive for members of our community who are differently abled. In addition, the University is required by law to provide access to all of its programs and activities to UI students with disabilities and is prohibited from discriminating against these students on the basis of their disability. Section 504 of the Rehabilitation Act is the specific requirement for faculty to provide reasonable academic accommodations for students with documented disabilities and the Americans with Disabilities Act requires making public accommodations available for persons with disabilities.

The guide, *Assisting Students with Disabilities: A Guide for Instructors*, provides additional background and helpful information (http://www.uiowa.edu/~eod/education/publications/assisting-students.html). Should you have questions or need assistance about working with students with disabilities, please contact Student Disability Services at 335-1462. You may also refer to the Student Disability Services website at http://www.uiowa.edu/~sds/.

Thank you for making The University of Iowa accessible for students with disabilities. Please feel free to contact us or the Office of Equal Opportunity and Diversity (335-0705 or diversity@uiowa.edu) with questions.

c: P. Barry Butler, Executive Vice President and Provost
   Tom Rocklin, Vice President for Student Life
4.5 CLAS Classroom Procedures

CLASS LISTS:

At the beginning of each semester, you need to go to the professor of the class you are teaching lab for and get lab class lists for your use. You will need to check with your professor on any you receive after the first one to see if they need it returned to them or if it is yours to keep. Different professors handle these differently. If they need it returned to them, you should make a copy for yourself.

You should take roll frequently the first couple of weeks of class.

If you have a student in your class who is not on your list find out why. If they are making up a lab, they should have followed the procedures for doing a makeup lab outlined below. If they say they are supposed to be in your lab, find out if they added it or if they are actually supposed to be in a different section that meets at the same time in a different room. Check with the list in room 203, if they have added they will be on it. If they are supposed to be in a different section, have them attend the one they are registered for. If they are in yours because they want to add or switch to your section, they need to come to room 203 and do a section change. (See DROP/ADD SLIPS.) If your section is full according to our records, we will put them on a waiting list and try to get them in. It is not your decision to let a student into your lab without checking with the General Office. We may have a waiting list for your section; these people would have priority.

If you have a student that keeps showing up on your class list that is not attending lab you should try the following: check in 203 to see if they have dropped or switched sections or check with other TA's of the same course to see if they are attending the wrong section. Physics TA's only - Check with the professor of the course to see if they have been excused from taking the lab due to a 2nd grade option, or check in 203 to see if they have a lab card from a previous semester. If there is a lab card on file for them but they have not contacted the professor to be excused, the student will need to be contacted. Being excused from the lab portion of the course is not automatic when doing a 2nd grade option.

DROP/ADD SLIPS:

Drop/add slips are to be signed in the general office, room 203 VAN, only. If a student comes to you for a signature on a drop/add slip send them to room 203 VAN. We sometimes have waiting lists for several sections and we keep track of the number of students enrolled in each lab section. Let us know if you feel that you have room in a lab that we show as being full and a student wants to add your section. We will consider the situation and may sign their add slip if there is not a waiting list.

OFFICE HOURS:

You should post your office hours outside of your office and provide this information to the general office and course instructor.

ABSENT OR LATE:

Call the general office at 335-1686 if you are going to be absent or late for your lab or tutorial hours.

MAKEUP LABS:

Students are not allowed to attend sections they are not registered for (makeup labs) except under the following conditions.

4. The student must have permission from the professor, both TAs involved, and, for physics labs, the laboratory coordinator. Permission must be requested at least one week in advance except in the case of an emergency.

5. No student can go into a section that is already full.
6. No more than one "visiting" student in any lab section at a time.

Permission is not automatic and may be denied due to lack of equipment, experiments requiring close TA scrutiny, or other circumstances.

As stated in the University's Course Exam Schedule Conflict Policies: "When there is a conflict between an exam scheduled outside of class time and a regularly scheduled course, the regularly scheduled course will take precedence." It is up to the instructor of an exam scheduled outside regular class hours to arrange a makeup exam for the students who have a schedule conflict.

LAB CARDS:

Lab cards are filled out by TA's for all students in a physics labs each semester. You may obtain these cards in 203 VAN. Within two weeks after the last week of classes, you need to turn in your completed lab cards to 203 VAN to be filed. Please make sure the entire card is filled out legibly, especially the student's name, filing and retrieving cards is very difficult if we cannot read the name. Do NOT have the students fill out ANY part of the card, this will result in the cards being returned to you to redo. Please fill out lab cards in ballpoint ink or via your computer. Pencil and felt tip sometimes smear and become unreadable. If a person only does some of the labs and then drops, quits coming, or whatever you do still need to turn a lab card in for them. You do not need to turn in a card for someone assigned to your section who has previously taken the entire lab and been excused from repeating it. Make sure your cards are in alphabetical order when you turn them in.

Students sometimes take courses second grade option. When they do this, they do not always have to retake the lab if they did satisfactorily the first time. It is up to the professor of the course, unless they have passed this responsibility to the TA's, to determine whether the student will need to retake the lab in part or in full. If you have one of these students in your lab, you or the professor needs to come to room 203 VAN and get their old lab card. (The student should inform you of this near the beginning of the semester, or you may want to check to see if this is the case if you have a student who never comes to lab yet remains on your class list.) You should check their card early in the semester. This gives us time to track down their previous TA if we cannot find a lab card. This also gives them an opportunity to find out if they need to redo any of the labs. Make a copy of the card and return the original to room 203. Turn these grades in to the professor at the end of the semester. You do not need to fill out a new lab card for these people unless they redo labs or complete ones they previously missed. Please inform the general office if you have any students enrolled in your sections who have been excused from the lab. This is especially important if we have a waiting list for that particular section.

TUTORIAL ROOM EXPECTATIONS:

The Physics Tutorial Room is located in room 310 Van Allen Hall (alternate room is 54 VAN should 310 be unavailable).

The Astronomy Tutorial Room is located in room 310 Van Allen Hall (alternate room is 665 VAN should 310 be unavailable).

TA's who are assigned to the tutorial room are expected to help students who are having problems with homework assignments and help students prepare for exams. Students who typically use the physics tutorial room are those enrolled in 29:008, 29:011, 29:012, 29:017, 29:018, 29:027, 29:028, 29:029, 29:030. Students who typically use the astronomy tutorial room are those enrolled in 29:050, 29:052, 29:061, 29:062.

How to help students:

- Be friendly and helpful to students.
- Help students develop steps to solve homework problems. Tutorial Room TA's are not expected to nor should they solve homework problems for students.
- Work with the students on their level - talk in a manner that is easily understood by students.
- Familiarize yourself with the textbooks of these courses.

To review these books please see Debbie Foreman in 202 Van Allen.
You are expected to be available during your scheduled tutorial room hours. If you are unable to attend, it is your responsibility to find a substitute. If an emergency arises that requires your absence, please contact Aaron Votroubek (335-0134 or aaron-votroubek@uiowa.edu) or Heather Mineart (335-1688 or heather-mineart@uiowa.edu). Failure to cover your hours can result in disciplinary actions.

**GRADERS:**

You are assigned a specific amount of grading hours per week for an individual class. This is the average number of hours per week that you are expected to work for this class; the load will very likely vary from week to week. Either in the week before class or early in the first week of class, you will need to meet with the faculty member in charge of that course to determine how the grading for the class will occur. You may be asked to provide solutions for the problems to be graded or these solutions may be provided to you depending on the individual faculty member. The faculty member will give you specific expectations related to:

- a. which problems to grade and the date that they are due back to faculty member;
- b. how grades are to be recorded and when these should be provided to the faculty member (you are responsible for recording the grades of the homework that you grade);
- c. if you are providing solutions, when solutions need to be made available to the class via web page, library notebook, and/or posting and by what date the solutions are to be made available.

This assignment will vary to meet the specific faculty member's needs for the class. It is your responsibility to work with faculty member to insure that grading is completed in a timely manner. If the average amount of time you spend on grading responsibilities exceeds the amount assigned, you should inform the faculty member to find a way to accomplish the grading in the assigned amount of time. As with any work situation, you are required to perform you assigned grading tasks regardless of other commitments such as course work or personal time. If an emergency arises that requires your absence, please contact the faculty member in charge of the class and Aaron Votroubek (335-0134 or aaron-votroubek@uiowa.edu) or Heather Mineart (335-1688 or heather-mineart@uiowa.edu) as soon as possible.
4.6 TA Certification for Students Whose First Language is not English

http://clas.uiowa.edu/esl/esl-credit-classes/english-proficiency-requirement

English Proficiency Requirement

The English Proficiency Requirement ensures that speakers whose first language is not English know English well enough to

- study without being hindered by language problems,
- understand class lecture and discussions, and
- participate successfully in class discussions.

Anyone whose first language is not English, even those who have graduated from high schools and two-year colleges in the United States with passing grades in English classes, is subject to the English Proficiency Requirement. Our experience shows that such grades are not a reliable indicator of English proficiency. Exceptions are made for students whose TOEFL score is 100 or above on the internet-based test (600 on the paper test and 250 on the computer test). Many graduate departments require their students to be evaluated even if their TOEFL scores surpass these requirements. Even students who have graduated with passing grades in English classes from U.S. high schools and two-year colleges are subject to this requirement.

International Students:

All international students with a TOEFL iBT score of less than 100 (600 paper-based) are required to take the English Proficiency Evaluation (EPE) prior to their first registration. Some graduate departments require all students to take the exam, regardless of TOEFL score. If you took the IELTS instead of the TOEFL, contact the Admissions Office for information about acceptable score ranges. Students are not allowed to register until this evaluation has been taken. The University charges students' accounts $30 for the EPE.

U.S. Students:

U.S. students whose first language is not English may also be required to take the English Proficiency Evaluation as part of the Orientation and Registration program. Exceptions to this requirement are made for students whose ACT English score is 21 or higher (SAT I verbal score of 540 or above) and for those who score 100 or higher on the TOEFL iBT (600 paper-based).

How to Fulfill the English Proficiency Requirement

Complete the English Proficiency Evaluation (EPE) before your first registration for classes at the University. When you check in at the Office of International Students and Scholars (OISS), an appointment will be made for you to take the EPE. If you are not required to check in at OISS, make arrangements to take the EPE with the ESL Programs Office by sending an e-mail to esl-program@uiowa.edu. Be sure to include in your message that you are not required to check in at OISS.

The EPE takes two hours and comprises an oral interview (15 minutes), a writing sample (30 minutes), a multiple-choice reading test (45 minutes).
EPE Results

All students may view their EPE results online through ISIS. Both undergraduate and graduate students will also receive their EPE results from their academic advisors. If your advisor does not have your results, ask your department. If they do not have your results, please have your department call the ESL Office. In compliance with confidentiality procedures, under no circumstances will results be given to students over the phone.

Depending on your scores, your results will indicate one of the following:

- that no further work in English is necessary,
- that they are required to take ESL classes, or
- that they are required to take classes in the Iowa Intensive English Program* before beginning regular coursework, and/or are limited in the number of credit hours of regular coursework that can be taken. This occurs in cases where a student scores are below the level required for academic work.

*Please note: the Iowa Intensive English Program courses are non-credit-bearing and have separate tuition and fees.

If the EPE indicates that coursework is necessary, the courses are REQUIRED for all students. Undergraduates must complete their ESL courses in their first year of enrollment and before enrolling in Rhetoric. To enroll, the student should come to the ESL Office.

ESL courses cannot be taken Pass/No Pass or Satisfactory/Unsatisfactory. ESL courses must be taken for 3 semester hours.

EPE Re-testing

Students who wish to be re-evaluated may do so only if they have just one ESL class remaining. Students who wish to be retested should go to the ESL Office at 1112 University Capitol Centre to receive permission and information about the test date. Typically, retests occur in November and April. Testees will be charged $30.

Enrollment Policies

Based on the results of the evaluation, you may

- be allowed to take a full academic course load excluding ESL courses;
- be required to enroll in one or more of the following ESL courses:
  - 212:183, ESL Academic Listening Skills (3 semester hours)
  - 212:184, ESL Academic Oral Skills (3 semester hours)
  - 212:186, ESL Grammar (3 semester hours)
  - 212:187, ESL Academic Writing for Undergraduate Students (3 semester hours)
  - 212:189, ESL Academic Reading Skills (3 semester hours)
  - 212:190, ESL Writing Skills for Graduate Students (3 semester hours); or
- be required to enroll in the Iowa Intensive English Program (IIEP) until your language proficiency reaches an appropriate level. (IIEP courses are non-credit-bearing, and participants pay IIEP tuition and fees.)

If the EPE indicates that coursework is necessary, the courses are required for graduation. For more information on ESL credit courses, including course policies and descriptions, see ESL Credit Courses.

Questions about the English Proficiency Requirement should be directed to the Office of Admissions at 1-800-553-IOWA or 319-335-1549.
ESL Course Descriptions

212:184 ESL Listening Skills, 3 s.h.
This course focuses on developing listening skills necessary for success in a U.S. academic setting. Students learn strategies for listening to academic lectures, practice note-taking skills, and participate in fast-paced classroom discussions.

212:184 ESL Academic Oral Skills, 3 s.h.
This course provides a structured opportunity to develop fluency in spoken English. Class members study and practice speaking skills needed to function appropriately in a U.S. academic setting as well as in U.S. society in general. Students also study and practice pronunciation, grammar, and vocabulary related to the goal of communicative competence.

212:186 ESL Grammar, 3 s.h.
This class studies the structures of English with particular focus on patterns of grammar which are frequently troublesome for nonnative speakers of English. Students practice applying these structures through extensive speaking and writing, and by completing a variety of exercises and writing brief essays.

212:187 ESL Academic Writing Skills, 3 s.h. (for undergraduate students)
The emphasis of this course is on discourse considerations, more complex grammatical constructions, and the usage of formal vocabulary of the type expected of university students. Students practice various styles of organization, types of argumentation, and methods of analysis used in academic writing.

212:189 ESL Reading Skills, 3 s.h.
This course focuses on increasing reading speed and comprehension of the sort of writing and vocabulary encountered by university students. Exercises, discussion, and note-taking assignments are used to develop skills of critical analysis.

212:190 ESL Academic Writing Skills, 3 s.h. (for graduate students)
This course focuses on discourse considerations and styles of organization in academic writing at the graduate level. Students identify and practice different types of argumentation and methods of analysis expected of graduate students with respect to general academic work and their specific area of study.

ESL credit courses are offered only in the summer, spring, and fall semesters. Up-to-date schedule information is also available on ISIS.